Emirates National School – Abu Dhabi Campus

Action plan for the Candidate phase of PYP

in preparation for the submission of Application Part B and the authorization visit

**All IB standards and practices are applicable to successful implementation of the programme however those highlighted below should be prioritized in planning for trial implementation and in preparing for authorization.**

**\*\*: practices schools must have in place as a condition for authorization (non-negotiable)**

**\*: schools must show evidence this practice is well underway**

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| **Standards and Practices** | **Strategies** | **When strategy to be achieved by or progress towards assessed** | **Person/**  **Group responsible for achieving the goal** | **Budgetary implications** | **Evidence of achievement or of progress towards achievement of the goal** |
| **Standards A1 and 2: Philosophy** |  |  |  |  |  |
| **A1.1**. The school is committed to the principles defined in the IBO mission statement. \*\* | The Governing body and the Director of School endorse the implementation of the programme.The school endeavours to recruit appropriate teaching staff and administration to fulfil the expectations identified in the IB mission statement. | **October 2010**  **Ongoing** | **Director of School and School Board**  **Director of School and School Principal** |  | **The Governing board of ENS supports the application of the Al Nahyan campus.**  **Teaching staff with an interest in developing their understanding and abilities as teachers of the PYP are hired.** |
| **A1.2**. The school is committed to developing in students the qualities, attitudes and characteristics described in the IB learner profile. **\*\*** | **In-school workshops focused on developing an understanding of ways that the Learner Profile can be promoted in the classroom/grade.**  **Learner Profile and Attitudes displays in classroom and common areas of the school (Arabic/English).**  **PYP Coordinator’s blog posts that provide information and feedback about ways that the Learner Profile can be/is being promoted within the school.**  **PYP Learner Profile article in school newsletter, including an outline of what the attributes are, and the importance of parents supporting the school in the promotion of the attributes.**  **Learner Profile awards at grade level assemblies.** | **June 2011**  **April 2011**  **Ongoing**  **June 2011**  **June 2011** | **PYP Coordinator**  **PYP Coordinator and Teachers**  **PYP Coordinator**  **PYP Coordinator**  **PYP Coordinator and Teachers** |  | **Learner profile displayed and promoted in classrooms and public areas of the school. Attributes of the Learner Profile used to describe positive or desirable behaviours by teachers and students.**  **As above.**  **As above.**  **As above.**  **As above.** |
| **A1.3**. There are clear and close connections between the school’s published statements of mission and philosophy and the beliefs and values of the programme.**\*** | **ENS ADC revises their mission statement to further develop their identity within the ENS network, in line with the IBO mission statement.**  **The IB and School mission statements are displayed in the foyer area of the buildings. School mission statement is displayed in each classroom.** | **April 2011**  **April 2011** | **ENS School Development Team**  **PYP Coordinator** |  | **A campus mission statement is generated by the team and submitted to the board for approval.**  **Mission statements are displayed.** |
| **A1.4**. The beliefs and values that drive the programme are shared by all sections of the school community. \* | **PYP Professional Development: In-school sessions aimed at increasing the understanding of, and enthusiasm for the PYP, are conducted bi-monthly.**  **PYP related information regularly communicated to teaching staff through PYP Coordinator’s blog.**  **Parent education: Twice yearly sessions aimed at developing the understanding of the PYP, and ways that parents can effectively promote learning at home.**  **PYP related information regularly communicated to parents through the school newsletter.** | **June 2011**  **June 2011**  **June 2011** | **School Principal and PYP Coordinator**  **PYP Coordinator**  **Director of School, School Principal and PYP Coordinator**  **PYP Coordinator** |  | **Members of staff enthusiastic about developing their understanding of, and ability to plan and teach within the PYP curriculum framework.**  **As above.**  **Less evidence of parental concern about program.**  **As above.** |
| **A1.6**. The school promotes student inquiry and the development of critical-thinking skills. | **In-school workshops on approaches that are aimed at the development of critical thinking skills: De Bono’s Thinking Hats, Multiple Intelligences, and Bloom’s Taxonomy.**  **Write activities based around the above into the learning engagements section of the planner so as to ensure that opportunities for the development of critical-thinking skills happen** | **May 2012**  **September 2011** | **School Principal and PYP Coordinator**  **PYP Coordinator and Teachers** |  | **A broader understanding of approaches that are aimed at developing critical thinking skills are adopted by teachers and incorporated into teaching.**  **Activities designed to promote the development of critical-thinking skills occur across units.** |
| **A2.2**.The school expects and promotes a commitment to international understanding and responsible citizenship on the part of the adults in the school community. |  |  |  |  |  |
| **A2.3**.The school encourages learning that fosters responsible citizenship and international-mindedness. |  |  |  |  |  |
| **A2.4**.The school encourages student learning that strengthens the student’s own cultural identity, and celebrates and fosters understanding of different cultures. |  |  |  |  |  |
| **A2.5**. The school provides students with opportunities for learning about issues that have local, national and global significance, leading to an understanding of human commonalities. **\*** | **The School develops a Programme of Inquiry which addresses local, national, and global issues under the trans-disciplinary themes. This is an ongoing collaborative process, facilitated by the PYP Coordinator, and involves class and specialist teachers.**  **The Program of Inquiry is revised through weekly Grade team meetings with the PYP Coordinator.** | **June 2011**  **Ongoing** | **PYP Coordinator, Classroom Teachers and Specialist Teachers**  **PYP Coordinator, Classroom Teachers and Specialist Teachers** |  | **Draft POI in place.**    **Revised Program of Inquiry in place to start the year 2011-2012, following pre-authorization visit.** |
| **A2.6**. The school develops a climate of open communication and careful expression of ideas, attitudes and feelings. **\*** | **In-school workshops aimed at promoting an understanding of the importance of professional modes of conduct and open-communication within the school (Collegiality vs. Congeniality).**  **Develop Committees that meet fortnightly to create a ‘think tank’ for the development of specific areas within the school (e.g. Staff Welfare, ICT, Professional Development). Representatives of Committees to report back to Leadership team.**  **School PD/workshop location changed to the 2F shared space (above the Library) to provide for a more collaborative workshop experience.** | **June 2011**  **June 2011**  **June 2011** | **School Principal and PYP Coordinator**  **School Principal, PYP Coordinator and Teachers**  **PYP Coordinator** |  | **An overall improvement in the collaborative work habits of teachers.**  **Committees developed. Focus areas showing development and improvement.**  **Tuesday workshops facilitated in a space where teachers can work more effectively as individuals or in small groups.** |
| **A2.8**. The school provides a safe, secure and stimulating environment based on understanding and respect. **\*** | **In-school workshops aimed at developing the understanding, and promotion of International-Mindedness.**  **Units aimed at developing an understanding of International Mindedness built in to the Program of Inquiry.**  **Lead teachers attend IB ‘International-Mindedness’ workshop, report back to teaching staff, and develop an action plan for the development of International Mindedness at ENS.**  **Development of a Staff Welfare Committee that will: identify staff related concerns within the school and communicate these to the administration accordingly; serve as a support network for new teachers; and plan staff social events in an effort to raise levels of staff morale.** | **Ongoing**  **September 2011**  **December 2011**  **September 2011** | **PYP Coordinator**  **PYP Coordinator and Teachers**  **School Principal, PYP Coordinator and Teachers**  **School Principal, PYP Coordinator and Teachers** |  | **Students of different nations communicate, work and play alongside each other happily.**  **Program of Inquiry includes units that focus on world issues. Student work samples show focus on global issues.**  **Teachers attend workshops and report back to staff.**  **Teachers have designated group of people with whom to voice their grievances. Teachers have a stronger voice within the school to communicate welfare-related concerns. A culture of positive socialization is nurtured through organized events.** |
| **A2.10**.The school supports members of its community for whom the school’s language of instruction is not their mother tongue. |  |  |  |  |  |
| Standard B: Organization |  |  |  |  |  |
| **B1.1**. The governing body is explicitly supportive of the programme, and has allocated sufficient funding for the effective implementation and ongoing development of the programme. **\*\*** | **The governing body is introduced to the philosophy and practice of the programme.**  **The Governing body is introduced to the budget for implementing the programme.** | **June 2009** | **Director of School**  **Director of School** |  | **Written approval sent to the IBO along with Application A.**  **Implementation budget is approved by the governing body.** |
| **B1.5**.School builds an understanding of, and support for, the programme throughout the school community. | **Hold PYP information sessions for the parent community at the beginning and mid way through the year.** | **September 2011** | **Director of School, School Principal and PYP Coordinator** |  | **Parents develop a better understanding of the programme and where we are at in the process of authorization.** |
| **B1.7**.The school has appointed a programme coordinator with sufficient support and resources to carry out the responsibilities of the position. **\*\*** | **The School appoints a PYP Coordinator appointed who works together with the Director, Principal, Educational Quality Control Auditor, and teachers to facilitate the successful implementation of the programme.**  **The ENS PYP Coordinators (Abu Dhabi, MBZ, and Al Ain) meet monthly to discuss progress and assist each other in working towards successful implementation of the programme.** | **November 2010**  **November 2011** | **Director of School**  **Educational Quality Control Auditor and PYP Coordinators** |  | **PYP Coordinator appointed.**  **Monthly meetings taking place where progress is discussed and plans for implementation are made.** |
| **B1.8**.The head of school and programme coordinator have a good understanding of the principles of the programme and demonstrate pedagogical leadership. **\*** | **The School Principal and PYP Coordinator attend relevant IB workshops (including Pedagogical Leadership).**  **Director of School, School Principal and PYP Coordinator meet regularly to discuss and plan for effective implementation of the programme.** | **February 2011**  **June 2011** | **Educational Quality Control Auditor and PYP Coordinator**  **Director of School, School Principal and PYP Coordinator** |  | **Workshops attended.**  **Meetings organized and effective strategies for the implementation of the programme developed.** |
| **B1.9**.There is a process for monitoring the work of the programme coordinator in accordance with the programme coordinator’s job description. | **Weekly meetings with the ADC Administrative team to look at action plan related progress.** | **April 2011** | **Director of School, School Principal and PYP Coordinator** |  | **Weekly meeting ensure that tasks are being achieved within the desired time-frame.** |
| **B1.13**. Time for collaborative planning and reflection is built into all teachers’ schedules**. \*\*** | **Weekly meetings scheduled with Grade teams and PYP Coordinator to plan, reflect, and develop areas of PYP within grades.**  **School budget allows for the recruitment of a Library teacher and the utilization of Supply teachers.**  **The School looks at scheduling within each grade in the 2011-2012 school year to provide for more common Grade Level planning times.**  **One after school meeting (per unit) scheduled to allow for Specialists to meet with Classroom Teachers to discuss unit progress and ideas for integration.** | **June 2011**  **September 2011**  **September 2011**  **December 2011** | **PYP Coordinator and Teachers**  **Director of School and School Board**  **School Principal and PYP Coordinator**  **PYP Coordinator and Teachers** |  | **Development of a PYP Team meeting schedule. An articulated Programme of Inquiry is developed and planners for each unit are completed.**  **Library and Supply staff hired.**  **Two or more common planning times within each Grade level are scheduled for.**  **More specialist integration and increased scope for specialists to be included in the Unit planning process.** |
| **B1.14**. The school has systems in place to ensure the continuity of the programme; this includes an induction system for new staff and ongoing staff professional development. **\*** | **Build PYP related professional development days into the annual calendar.**  **Hold regular (twice monthly) PYP related ‘in-house’ PD sessions.**  **Induction workshops scheduled at beginning of the year to cater for training of new teachers (‘In-house’ or official IB – depending on number of new teachers).** | **September 2011**  **June 2011**  **August 2011** | **Director of School, School Principal and**  **PYP Coordinator**  **School Principal and PYP Coordinator**  **School Principal and**  **PYP Coordinator** |  | **Calendar indicates days chosen for PYP Professional Development that are directly related to School goals.**  **Professional Development schedule developed and explicitly states areas of focus.**  **New teachers introduced to the philosophy of the PYP and have a basic understanding of how the curriculum framework is organized.** |
| **B1.15**. The school provides professional development opportunities for the head/principal, programme coordinator and teaching staff, including attendance at appropriate IB conferences, meetings and/or workshops, and access to the online curriculum centre (OCC). \*\* | **All teachers attend IB workshop: 1B Making the PYP Happen.**  **Develop a Professional Development policy that allows for teachers attend IB workshops related to their field of expertise/role within the school and/or School goals.**  **Teachers hold short information/Q & A sessions with relevant staff on their return from IB Workshops.**  **All teachers provided with access to the OCC and are coached on ways that it can assist with PYP practice.** | **June/August 2010**  **May 2012**  **May 2012**  **April 2011** | **Educational Quality Control Auditor**  **Educational Quality Control Auditor and PYP Coordinator**  **PYP Coordinator and Teachers**  **PYP Coordinator** |  | **All teachers introduced to the philosophy and structure of the programme.**  **Professional Development policy developed. Teachers in each grade level attend IB workshops related to their role within the school.**  **Information sessions aimed at sharing pertinent learning are held on teacher’s return.**  **Teachers are familiar with and use the OCC to assist them with planning and practice of the PYP.** |
| **B1.16**. The school provides learning environments and opportunities for learning that support the pedagogy of the programme. **\*** | **Classrooms are resourced appropriately to reflect the trans-disciplinary nature of the programme and inquiry based learning.**  **The School develops its ability to provide for the effective use of technology, through the use of: interactive white boards, computer labs, digital cameras.**  **Software to support learning across the curriculum is purchased and installed on classroom and lab computers.**  **A monthly classroom budget is created and used by teachers to resource Units of Inquiry or other curriculum areas.** | **May 2012**  **September 2011**  **September 2011**  **August 2011** | **School Principal and Teachers**  **School Principal, PYP Coordinator, Teachers and Tech staff**  **School Principal and PYP Coordinator**  **Director of School and Educational Quality Control Auditor** |  | **Classrooms (and other shared areas) are inviting and lively places organized to cater for students learning needs.**  **Interactive white boards/appropriate software installed and being used effectively by teachers and students. Computer labs are being used effectively by teachers and students.**  **A range of digital authoring tools and subject support software is integrated into the curriculum.**  **Classrooms show a wide range of unit-related resources that are both accessible and age appropriate.** |
| **B1.18**. The school recognizes and promotes the role of the library/media centre in the  implementation of the programme. **\*** | **A Librarian is appointed for the 2011-2012 school year.**  **The School Librarian works closely with Teachers and the PYP Coordinator to ensure that the Library is stocked with appropriate resources with which to effectively facilitate the teaching of Units of Inquiry.**  **Electronic media resources (Cameras, CDs and DVDs) are centralized and a ‘Media Check-out’ system and online catalogue for technology resources is developed.** | **August 2011**  **May 2012**  **May 2012** | **Director of School and School Principal**  **School Librarian, PYP Coordinator and Teachers**  **School Principal, School Librarian and PYP Coordinator** |  | **Librarian appointed and working collaboratively with Classroom Teachers and the PYP Coordinator to implement the programme.**  **Open lines of communication developed between Teachers, PYP Coordinator and School Librarian. A clear understanding of what is being taught within grades and ongoing resourcing of those topics.**  **Media catalogue online and ‘check-able’ by teachers.** |
| **B1.20**. The school has a written language policy that meets the needs of the students and reflects the principles of the programme. **\*\*** | **Develop a written Language Policy document using the IB Lit. Policy as a guideline. Include ESL, ASL, Language support and Mother tongue development.**  **Language Coordinator appointed to oversee development of Literacy program within school.** | **May 2012**  **September 2012** | **School Principal and Language Development Committee**  **Director of School and School principal** |  | **Literacy policy developed and shared with staff.**  **Language policy developed and shared with Teachers.** |
| **B1.21**.The school provides effective support for students with learning and/or physical disabilities, as well as support for the professional development of their teachers. |  |  |  |  |  |
| **B1.23**.The school offers a language, in addition to the language of instruction, to students from the age of 7. **\*\*** | **French as a foreign language is introduced to students from Grade 5.**  **Arabic as a second language to be taught to Non-Arabic speaking students from Grade 1.** | **September 2010** | **Director of School and School Principal** |  | **Students from Grade 5 are offered a second language.** |
| Standard C1: Written Curriculum |  |  |  |  |  |
| **C1.1**.A comprehensive, coherent curriculum is available in written form to all sections of the school community (including students, teachers, parents, administrators and members of the governing body). |  |  |  |  |  |
| **C1.10**. The curriculum is sensitive to cultural, gender, linguistic, ethnic and religious differences **\*** | **Units of Inquiry are developed to promote the understanding of International-Mindedness, while at the same time take into consideration the Islamic and UAE national regulations.**  **The school celebrates the culture, gender, linguistic, and religious differences of all students through International culture days and celebrations.** | **September 2011**  **May 2012** | **PYP Coordinator and Teachers**  **All staff** |  | **All teachers are involved in the planning and implementation of Units of Inquiry.**  **School calendar includes International days and celebrations and teaching addresses their backgrounds of all students.** |
| **C1.16**. There is a coherent, articulated programme of inquiry. **\*\*** | **The School develops a Program of Inquiry through collaborative planning sessions between teachers and the PYP Coordinator.** | **September 2011** | **PYP Coordinator and Teachers** |  | **Draft Programme of Inquiry developed and made public to the school community.** |
| **C1.17**. The programme of inquiry and corresponding unit planners are the product of sustained collaborative work involving all the appropriate staff. **\***  Explanation: Candidate schools accepted from 1 May 08 will send 3 planners & will provide a complete set at the authorization visit for all grade levels. | **Draft Programme of Inquiry developed throughout the 2010-2011 school year in collaborative PYP planning meetings.**  **A revision cycle is put into place that ensures regular revision and development of the Programme of Inquiry by all teaching staff.** | **June 2011**  **June 2012** | **PYP Coordinator and Teachers**  **PYP Coordinator** |  | **Draft Programme of Inquiry developed and made public to the school community.**  **Programme of Inquiry revision cycle is written into the school calendar.** |
| **C1.21**. The curriculum includes the required number of units per year. **\*\***  Explanation: At the point of the authorization visit all units have to have been taught and documented. | **During the 2010-2011 school year, at least four Units will be taught by each grade (K1-G5) and planners completed. During this time the remaining two Units will be planned and ready for the 2011-2012 school year.** | **June 2011** | **PYP Coordinator and Teachers** |  | **Three completed planners per grade level available for perusal by the visiting team (April ’10), and four by the end of the school year. Six completed planners available by the end of the 2011-2012 school year.** |
| **C1.22**.For each subject area, the school has adopted or developed a scope and sequence document that indicates the planned development of skills, knowledge and conceptual understanding. |  |  |  |  |  |
| Standard C2: Planning |  |  |  |  |  |
| **C2.1**.All teachers are provided with the appropriate documentation, including relevant IBO publications, in preparation for all planning activities. | **Electronic copies of core IB documents and blank planners uploaded onto each Grade team wiki page.**  **PYP planning booklet that covers key areas of ‘Making it Happen’ produced and used in PYP planning meetings.** | **November 2010**  **December 2010** | **PYP Coordinator**  **PYP Coordinator** |  | **Relevant IB and planning documents available to teachers on Grade team wikis.**  **Planning booklets made, distributed to teachers, and used in planning meetings.** |
| **C2.2**. Planning at the school takes place collaboratively. **\*\*** | **Weekly planning sessions between Grade teams and the PYP Coordinator ensure a process of ongoing collaboration takes place.**  **Meetings with Specialist Teachers and the PYP Coordinator to discuss ways Specialists provide for authentic integration.**  **Current scheduling issues are reviewed and addressed so as to allow sufficient time for collaborative planning during the 2011-2012 school year.** | **Ongoing**  **April 2011**  **September 2011** | **PYP Coordinator and Teachers**  **PYP Coordinator and Specialist Teachers**  **School Principal and PYP Coordinator** |  | **All teachers involved in systematic collaborative planning sessions. Completed planners include the input and reflections of teachers.**  **As above.**  **Teachers able to attend meetings and have sufficient time to effectively plan and participate in the development of new school initiatives.** |
| **C2.6**. Planning at the school addresses assessment issues throughout the planning process. **\*** | **Weekly planning sessions between Grade teams and the PYP Coordinator ensure that processes of assessment are constantly reviewed and improved upon, and that the backwards design model is being used.**  **In-school workshop on different types of assessment practices and backwards design.** | **Ongoing**  **June 2011** | **PYP Coordinator and Teachers**  **School Principal and PYP Coordinator** |  | **PYP planners reflect the use of a variety of authentic assessment practices throughout the school. Exemplars indicate that a variety of assessment strategies are being employed at each grade level.**  **Teachers are comfortable with using a variety of different types of assessments, as indicated by student exemplars and planning documents.** |
| **C2.10**. Planning at the school makes effective use of the PYP planning process across the curriculum and by all teachers. **\*\*** | **Specialist teachers are included in planning of units that are directly related to their discipline.** | **May 2012** | **PYP Coordinator, Teachers, and Specialist Teachers** |  | **Evidence of collaborative planning between Classroom and Specialist Teachers on planners.** |
| **C2.11**. Planning at the school includes provision for easy access to completed PYP planners. **\*** | **Electronic copies of completed planners are maintained on School server and Grade Team Wiki page.** | **September 2011** | **PYP Coordinator** |  | **Planners accessible on server and Grade Team Wiki.** |
| **C2.12**. Planning at the school provides opportunities for students to be involved in planning for their own learning and assessment. |  |  |  |  |  |
| **C2.13**. Planning at the school is documented on PYP planners that are coherent records of the learning experiences of students in developing their understanding of central ideas. **\***  Explanation: At the point of the authorization visit, in addition to documentation for the units of inquiry, there needs to be evidence that the planner is also begun to be used for planning across the subjects. | **Existing planners are compiled and content is transferred onto newly formatted planner template.**  **PYP Grade Team planning sessions are held to develop a consistent approach to using the planners, and that they are filled out completely and include reflections of all teachers.**  **Specialist/classroom teachers attend subject-specific workshops and on their return, begin to develop planners for single subject areas.** | **April 2011**  **Ongoing**  **May 2012** | **PYP Coordinator**  **PYP Coordinator and Teachers**  **PYP Coordinator and Teachers** |  | **Planners have a consistent format.**  **Grade Team meetings happening and planners are a coherent and comprehensive record of student learning experiences.**  **Single-subject unit planners developed and shared with staff.** |
| Standard C3: Teaching |  |  |  |  |  |
| **C3.3**. Teaching at the school uses a range and balance of teaching strategies to meet the objectives of the programme. **\***  Explanation: At the point of authorization there needs to be evidence that work towards this practice is well under way | **Ensure that a variety of teaching approaches are articulated in the learning engagements on the planner in stage 4.**  **In-school workshops on sharing effective strategies used within each class/grade level. E.g. worksheets, writing activities, summative assessment tasks, hands-on activities, online resources, electronic media tools (cameras etc.), art projects, learning games etc..**  **Development of an ICT Committee that will: identify ICT related PD needs within the school and plan and facilitate accordingly; create ways to effectively communicate challenges with regards to using ICT to tech support staff; serve as a support network for teachers to come to when they are experiencing ICT related difficulties.**  **In-school Teacher Workshop on using the OCC.** | **May 2012**  **May 2012**  **June 2011**  **June 2011** | **PYP Coordinator and Teachers**  **School Principal PYP Coordinator and**  **Teachers,**  **School Principal and PYP Coordinator**  **PYP Coordinator** |  | **Individual student learning needs are address in the planning of learning engagements of each unit.**  **Teachers use a variety of teaching strategies.**  **PD sessions aimed at developing necessary skills of teachers held. Effective lines of communication developed. ICT team available (where possible) to assist teachers to overcome ICT related problems.**  **Teachers use the OCC regularly as an online resource for planning and delivering the programme.** |
| **C3.5**. Teaching and learning at the school addresses the needs of students who have reached different stages in their development and those who have different learning styles. **\***  Explanation: See PYP Coordinator’s Handbook for further clarification. | **On-site Professional Development Workshop that focuses on differentiated teaching practices.**  **Follow up Professional Development session that focuses on teachers at ENS sharing strategies for differentiation.**  **Include differentiated practices in unit planners.**  **Review admissions policy, especially with regards to low entry level ESL and Learning Support students.**  **Language and Learning Support structures with the school are reviewed and sufficient support staff is recruited to cater for students with special needs.**  **Investigate practical In-house training with an aim to supporting students with special needs.**  **In-school workshop on Learning Styles that is aimed at broadening understanding on the different ways students learn, and ways that we can accommodate these needs.**  **Grade Teams develop a bank of challenging inquiry-based activities for fast finishers.**  **Look at the possibility of restricting class sizes to a reasonable number.**  **In-school workshop on the writing of IEPs.** | **September 2011**  **December 2011**  **May 2012**  **September 2011**  **May 2012**  **May 2012**  **May 2012**  **May 2012**  **May 2012**  **May 2012** | **PYP Coordinator and Teachers**  **School Principal and PYP Coordinator**  **PYP Coordinator and Teachers**  **Director of School and School Principal**  **Director of School and School Principal**  **PYP Coordinator and Teachers**  **School Principal and PYP Coordinator**  **Teachers**  **Director of School and School Principal**  **School Principal, PYP Coordinator and Educational Quality Control Auditor** |  | **Teachers become more knowledgeable about differentiated teaching practices and are able to apply these to individual students and adapt them to meet individual learning environments.**  **Individual Teachers and Grade Teams are more knowledgeable about ways that their peers are differentiating instruction here at ENS.**  **Planners include strategies for differentiation.**  **Admissions policy reviewed and passed by School Board.**  **Where needed, additional staff are recruited to cater for the support of Language or Learning Support students.**  **Teachers able to develop strategies to support all students to reach their learning potential.**  **Teachers use a variety of approaches to instruction that cater for the different learning styles of their students.**  **Fast finishers have activities that they can go on with once their class work has been completed.**  **Class sizes are reduced to a manageable level and maintained to suit the needs of different ability levels.**  **IEPs are developed for students with special needs.** |
| **C3.9**.Teaching at the school meets the needs of students that are not proficient in the language(s) of instruction. |  |  |  |  |  |
| **C3.11**. Teaching at the school uses inquiry across the curriculum, and by all the teachers. **\***  Explanation: At the point of authorization, there is some evidence that inquiry is being used across the curriculum and by all teachers. | **Select classroom Teachers attend the Teaching and Learning Workshop and share strategies/key learning areas with staff on their return.**  **In-school workshop on Inquiry that is aimed at developing the understanding Inquiry-based learning, and exposing teachers to various models that can be used to develop an Inquiry-based classroom.** | **June 2011**  **May 2012** | **PYP Coordinator and Teachers**  **School Principal and PYP Coordinator** |  | **There is evidence that teachers are developing their understanding of Inquiry, and/or are moving from a thematic approach of subject integration to a more inquiry-based approach.**  **As above.** |
| **C3.12** Teaching at the school provides for grouping and regrouping students for a variety of learning situations. \*  Explanation: See PYP Coordinator’s Handbook for further clarification. | **Address the purposes or grouping and re-grouping for different learning engagements, and strategies that will achieve success in this area.**  **In-school workshop on ways that Teachers at ENS group students that is aimed at exposing teachers to various ways that they can group and re-group students.** | **May 2012**  **May 2012** | **School Principal and PYP Coordinator**  **School Principal, PYP Coordinator and Teachers** |  | **Individual student learning needs are address in the implementation of learning engagements through grouping and regrouping.**  **Increased understanding of ways that students can be grouped and re-grouped to cater for differing learning styles and needs.** |
| Standard C4: Assessment |  |  |  |  |  |
| **C4.1**. There is a written assessment policy that is available to all sections of the school community. |  |  |  |  |  |
| **C4.2**. Assessment at the school is viewed as being integral with planning, teaching and learning. **\*** | **Develop standards in Language and Mathematics.**  **Develop standards for Science and Social Studies.**  **Grade Teams focus on including clear and concise formative and summative assessments on planners.**  **In-school workshops on ENS Standards and Standards-based assessment.** | **October 2010**  **September 2011**  **May 2012**  **October 2011** | **Curriculum development team**  **Curriculum development team**  **PYP Coordinator and Teachers**  **Educational Quality Control Auditor** |  | **Standards for Language and Mathematics developed and approved by the School Board, and being used in planning by teachers.**  **Standards for Science and Social Studies developed and approved by the School Board, and being used in planning by teachers.**  **Formative and summative assessment tasks are clearly outlined on planners.**  **Increased understanding of Standards-based assessment.** |
| **C4.4**. The school uses a balanced range of formative and summative assessment strategies, which are reviewed regularly. | **Teacher survey about the types of assessments that are being used within grade levels. Publish feedback and tie in with an In-school assessment workshop that focuses on types of assessment, and planning for more varied assessments within grade levels.** | **December 2011** | **PYP Coordinator and Teachers** |  | **Baseline data attained on what kinds of assessment practices are happening within the school and development in the types of assessments that can happen within the school.** |
| **C4.8**. Assessment at the school provides students with regular opportunities for reflection on their own learning. **\*** |  |  |  |  |  |
| **C4.10**. The assessment process allows for meaningful reporting to parents about students’ progress. | **School review on report format: identifying areas of weakness with regards to the information that is being reported; and planning of ways that it can be in improved.** | **May 2012** | **Director of School, School Principal and PYP Coordinator** |  | **Report format revised so as to include clear indication of achievement, and what the student needs to work on in order to improve.** |
| **C4.14**. Data, including evidence of the learner profile is reported to all participants in the learning process. \*  Explanation: At the point of authorization there should be evidence this is underway. | **Teachers to use attributes of the Learner Profile and Attitudes in report comments.**  **Student Portfolios include reference to examples of when the student demonstrates attributes of the Learner profile.**  **Class/Grade/School newsletters make reference to students that have won Learner Profile awards.** | **November 2011**  **May 2012**  **December 2011** | **PYP Coordinator and Teachers**  **PYP Coordinator and Teachers**  **School Principal, PYP Coordinator and Teachers** |  | **Reports comments make reference to the Learner Profile and Attitudes.**  **Portfolios reflect where the student demonstrates attributes of the Learner Profile.**  **Learner Profile and Attitudes are promoted within the parent community through different modes of school communication.** |
| **C4.15**. Assessment at the school requires the storage of and easy access to student work showing evidence of the process of learning and progress over time. **\*\*** | **Develop an essential agreement is on the way that the Student Portfolio is compiled, kept, and presented across the grades.**  **Store unit-related exemplars in the planner folders (on the server) for each unit.** | **September 2011**  **May 2012** | **School Principal, PYP Coordinator and Teachers**  **PYP Coordinator and Teachers** |  | **All teachers on-board with the development of the Portfolio essential agreement. Consistency attained within grades as to how these are put together.**  **Student work centrally stored and easily accessed.** |
| Standard D1: The Student |  |  |  |  |  |
| **D1.3**. The school supports students in learning how to reflect on their experiences and make more informed, independent choices. \* | **Student self-reflections built in to the planning of units.** | **May 2012** | **PYP Coordinator and Teachers** |  | **Students are given practical activities that guide them towards self-reflection.** |
| **D1.4**. The school provides opportunities for student action to be an integral part of and/or an extension of the curriculum. **\*** | **Lead teachers attend IB ‘Action’ workshop and report back to teaching staff.**  **In-school workshop on Action in the PYP: review how action can be used to demonstrate service; to fellow students and to the larger community, within and beyond the school.**  **Action wall displays in school that celebrate student-initiated action that transpires from learning engagements.**  **Include possible action that may transpire in section 1 of planner.**  **Look at ways that we can include parents in the Action process: by encouraging, promoting and acknowledging action they are seeing outside of school.**  **Plan for time to be given to students to take action inside or outside the classroom.** | **December 2011**  **December 2011**  **September 2011**  **September 2011**  **May 2012**  **December 2011** | **PYP Coordinator and Teachers**  **PYP Coordinator and Teachers**  **PYP Coordinator and Teachers**  **PYP Coordinator and Teachers**  **PYP Coordinator and Teachers**  **Teachers** |  | **Teachers develop awareness and understanding of what Action is, and how they can promote it within their classroom.**  **Student-initiated action is celebrated and therefore promoted within the school.**  **Teachers more cognizant of possible action and are able to guide learning experiences to nurture them.**  **Possible action is explicit in planning process and documentation and more easily addressed in teaching.**  **Parents more aware of the importance of student-initiated action, and take part in the promotion of it.**  **Students actively encouraged and given time to think about and carry out self-initiated action.** |